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ABSTRACT

This conference report provides a summary of the activities and outcomes of the second Student Success Strategies Conference, which sought to further facilitate the development of community college action plans in the areas of access, assessment, and intervention in ensuring student success. Following introductory information on the conference, an overview of activities and presentations is provided. Next, a summary is presented on the action plans of the participating institutions indicating that Oregon's and Washington's community colleges are making progress in the following areas: (1) encouraging more faculty involvement in assessment procedures; (2) creating more computer access to records; (3) exploring new strategies for intervention in the classroom; (4) conducting a values survey of staff; (5) evaluating academic standards policies, monitoring student progress, and developing better intervention plans; and (6) evaluating intervention processes. A directory of resources is provided next, indicating which schools are involved in various success strategies related to access (e.g., printed policy on access, comprehensive market research process, weekend classes, and follow-up activities for people who inquire about programs but do not enroll); assessment (e.g., self-assessment process, mandatory course placement, optional pre-enrollment counseling, and automated assessment); and intervention (e.g., preregistration surport for new students, student survival classes, mentor programs, intercultural services, and placement services). Contact people for each college are listed. The results of a values survey of participants are appended. (UCM)

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TABLE OF CONTENTS

Introduction	Page 1
Overview of Student Success Strategies II	Page 2
Action Plans	Page 4
Directory of Resources	Page 6
Access Resources	Page 7
Assessment Resources	Page 8
Intervention Resources	Page 9
College Contacts for Resources	Page 11
Appendix A	Page 14
Values Survey	-



INTRODUCTION

The second Student Success Strategies Conference was held February 5 and 6, 1987. This second Northwest Regional Conference of the National Council on Student Development was planned and hosted by the Oregon Council of Student Services Administrators and the Washington State Student Service Commission. It was cosponsored by the Oregon Department of Education, Student Services Division, the Oregon Council of Instructional Administrators, and the American College Testing Program.

The conference was designed to highlight current activities at Oregon and Washington community colleges in the areas of access, assessment, and intervention. Approximately 350 staff members from colleges in the Northwest attended. The conference included presentations by six community colleges. Plus, each school that attended completed a written self-assessment of access, assessment, and intervention activities. These assessments will help form new networks among Northwest community colleges, allowing the successes of individual schools to be shared as each school in the Northwest strengthens its student success strategies.



Overview of Student Success Strategies II

The second Northwest Conference on Student Success Strategies continued the first conference's emphasis on access, assessment, and intervention. The goal of the conference was to further facilitate the development of college action plans. Each of the approximately 40 schools was asked to do some planning prior to their team attending. The teams were asked to read the Student Success Strategies I Summary which addressed the issues of access, assessment, and intervention. They were also asked to evaluate their own procedures, activities, and plans using a prepared survey. The pre-conference evaluations were requested so that each college team could be better prepared to gain information from other schools that would be useful for their own college action plan.

Terry O'Banion. executive director of the League for Innovation in the Community College, kicked off the conference. Dr. O'Banion asked for a review and assessment of educational values, for his thesis is that our values dictate our policies and procedures. The participants, many of whom were faculty, assessed their values and their perceptions of generally held faculty values in relation to nine questions on access, assessment, and intervention. The questions, such as "Should schools have mandatory assessment?" and "Should students have a right to fail?", raised key concerns of community college educators struggling with student retention and success issues. Dr. O'Banion also shared how Miami Dade Community College is setting a standard for addressing these issues. Dr. John Keyser, President of Clackamas Community College, and Dr. Joe Malik. President of Grays Harbor College, presented their views on what steps are critical to ensure instructional progress in the areas of access, assessment, and intervention. They agreed that institutions need to have goals that all staff know and understand and can articulate. The individual goals need action plans, and these plans need to be repeatedly evaluated against continually collected data on student success.

Dr. John Terrey, Executive Director of the Washington State Board for Community College Education, addressed the participants on the second day of the conference. He compared community college staff to an orchestra — requiring many unique parts to create an effective performance. We must use a holistic approach so that all the parts of the community college work together to support students.

Six colleges, three from Washington (Lower Columbia, Spokane, and Tacoma) and three from Oregon (Central Oregon, Chemeketa, and Mt. Hood), presented what they are doing in the areas of access, assessment, and intervention. The presentations were two hours long and designed as opportunities to recommend specific strategies and successful methods for involving college staff in these strategies.



Important concepts emphasized by all of the presentations included the following:

- 1. A representative college team was formed and continues to function to review and assess college activities and future plans for access, assessment and intervention.
- 2. Access is addressed from a broad perspective, including methods of informing potential students, the admissions process, and targeting of services to particular student populations.
- 3. Assessment and the processes suggested by assessment that are used to help students succeed are under ongoing review at each college. Specifically, the issue of voluntary versus mandatory placement continues to be evaluated.
- 4. Intervention strategies are of high priority for each college, and each seeks to involve faculty more effectively in assisting student success.

Time was set aside at the conference for the participating teams to do institutional planning. Each team discussed steps to enable college improvements when they returned to their campuses.

Terry O'Banion wrapped up the conference by sharing the results of the values survey taken at the beginning of the conference. (See Appendix A for complete results.) Differing values among staff limit a college's ability to follow any plan for student success. Commonly held values allow the staff to tackle the issues of access, assessment, and intervention with a unified sense of purpose and with mutually supportive activities undertaken by many areas of the college.

Approximately 200 participants returned evaluations on the conference. Approximately 180 stated that, as a result of this conference, they received new information on ways to improve access, assessment, and intervention. Approximately 160 reflected that, as a result of this conference, their institution will be better able to develop, implement, and revise their strategies.



Action Plans

Each participating school was asked to answer the following question:

"What are the next steps your team will recommend to enable college improvements related to access, assessment, and intervention?"

Most teams answered that they would create or continue a campus-wide team to address these issues.

The following highlights of some of the schools' plans suggest the directions being taken by Oregon and Washington Community Colleges:

Encourage more faculty involvement in assessment procedures

Create more computer access to records.

Explore new strategies for intervention in the classroom. Do a values survey of staff.

Evaluate academic standards policies, monitor student progress and develop better intervention plans.

Evaluate intervention processes.



Blue Mountain Encourage more faculty involvement in assessment procedures

Create more computer access to records

Chemeketa Explore new strategies for intervention in classroom.

Clark Do a values survey of staff.

Evaluate academic standards policies, monitor student progress and

develop better intervention plans.

Columbia Basin Evaluate intervention processes.

Everett Set aside time in September for the entire campus to address these

issues.

Highline Survey current activities and let the campus know the results.

Expand activities in areas where deficiencies are found.

Lane Use staff development to create ownership of these concepts and

practices throughout the campus.

Linn-Benton Focus on involving more faculty and classified staff in the process of

seeking ongoing improvements.

Focus on the teaching-learning process.

Lower Columbia Identify specific problems that lead to student attrition.

Rogue Investigate the Master Teacher Program.

Spokane Solicit student input.

Do classroom research.

Tacoma Create a task force to focus on intervention.

Review instructional support, such as supplemental instructional

programs, tutor training, etc.

Treasure Valley Identify basic skills required for all college courses.

Treaty Oak Work toward a one-step assessment/advisement/registration process.

Look into implementing mandatory assessment.

Yakima Valley Develop a mid-term warning process.



Directory of Resources

The following listing of resources is a compilation of an assessment done on each campus before Student Success Strategies II. Many campuses listed notations with their assessment. However, it was not feasible to include those notes. If you are interested in the notes, please contact Chemeketa Community College, (503) 399-5144.

Following the resource listing is the contact on each campus. Usually the contact listed is the Dean of Students. Many schools will refer you to another staff person for the details. Once again, it was not feasible to list all of the contact people at each school on each item.

The list is a beginning. Your use of it is the true purpose. If you don't have to "reinvent the wheel," the desired outcome has been achieved.



Student Success Strategies Survey 1. ACCESS								SWON		Trees Value	Trees Out			1	*								See Case	(S)						
1. Printed policy on Access	X	X		$x \mid x$	$\langle x \rangle$			X		x		X	[x]	x		$x \mid x$	X	x	x :	x x	X		X	x	X	X	X	χ,		X
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4 Provide simplified information about standards and procedures to high school students	x	x	x	$x \mid x$	(x		x			x	x x	(x		X	x .	x x	x		X	x	X	X	X	,	x x	x	Ц	x ا	$\mathbf{x} \mathbf{x}$	X
5. Provide simplified information about standards and procedures to any potential student	х	x	X	$x \mid x$	(x	<u> </u>	x				x x	X		X	x	X	X	x	X	$x \mid x$	X	x	λ	x >	(x	x	X		X
6. Process to provide students with information about admissions	X	X	X	$x \mid x$	$\langle x x$	$\langle x \rangle$	x	x		x	X	χ		x	x	$x \mid x$	X	x	\mathbf{x}	$x \mid x$	λ	x	λ	x y	$x \mid x$	x	x	X X	<u>د</u>	X
7. Process to provide students with information about specific programs	x	X	X	$x \mid x$	$\langle x x$	$\langle x $	x	x	x	x	x x	$\langle x \rangle$		x_{\perp}^{\parallel}	x	$x \mid x$	X	x	\mathbf{x}	$x \mid x$	x	λ	x	x y	(x	x	x	$X \mid Y$	(X
8. Process to provide students with information about specific services	Х	X	\boldsymbol{x}	$x \mid x$	(x	$\langle x x$	X	x		x	x x	$\langle x x$		x	x	$x \mid x$	x	x	\mathbf{x}	$x \mid x$	X	\	x	X	$\langle x x$	x	X	XX	(
9. Comprehensive market research process		x	x			x														x					x		x	<u>.</u> .		
10. Comprehensive and effective promotion process	X	x	x		$\int x$				x						x	X				$\int x$			x				x			X
11 Annual targeting of specific populations	x	x	x	x		x					x x	X		x	x					x			x	x		1		\perp		X
12. Process to identify prospective students	X	x	x	X	$\langle x \rangle$	4					x x	ί x		x	\boldsymbol{x}	$x \mid x$		X	\mathbf{x}	x					x		Ш		x	X
13. Comprehensive Financial Aid Assistance Program	х	x	X	$x \mid x$	(x	(x	x	x	x	\mathbf{x}	x x	ίx	x	x	x	$x \mid x$	x	x	\boldsymbol{x}	x x	x		x	,	$x \mid x$	x	x	X	$x \mid x$	X
74. Flexible scheduling for students	X	X	x	\[\chi_x	ίx	$\langle x x$			x	\mathbf{x}	x x	ίx		x		$\mathbf{x} \mid \mathbf{x}$	\mathbf{x}		x	x	x	X	x			x		$oldsymbol{\perp}$	x	X
15. Open entry/open exit classes	х	x	X	$x \mid x$	(x	4		X	x	\mathbf{x}	x	x		x	x.	x	x			x x	x	X			$\int x$	\mathbf{x}	X		X	
16. Early morning classes		x	x		X	ί x	:				x	X				x x	x		\boldsymbol{x}	X	$\left[\mathbf{x}\right]$	x	x	,	$x \mid x$	X	[x]	X		X
17. Weekend classes	х	X	x	1	x	$\langle x $	x				x	X				$X \mid X$	\mathbf{x}			$\mathbf{x} \mathbf{x}$	x			,	ĸ			X		X
18. Accelerated learning modes		x	x		x	(x				x	7	ίx				λ	x						X		x	\mathbf{x}	X	x	X	
19. Ongoing training programs for front line staff	х	x	x						x		x x	x		x		λ				x	x		X	,	ĸ		X	x		X
20. Process to provide staff with information about students	x	x	x		X	(x	:	X		x		x				$X \mid X$	X						x		x x	\mathbf{x}	x	\mathbf{x}		
21. Process to provide the college information about students	х	x	x.	x	\sqrt{x}	(X	X	x		x		x		X	1	x x	x	x	X		x			X	x x	$\langle x x$	x		x	X
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2 Progression of assessment	X	X	\Box	X	\mathbf{x}	χ	X	X	X	X	x	ΥĪ		X		Įχ		X	x		x x	X	X	x		X	x	x	\bigcup	(X
2. Mandatory assessment process or academic skills	x	X		x	x		X	$\int X$				χ	X	x	x	,	X	x	X.	x .	X X	X	x			X	x	x		x x
3. Mundatory assessment process of life skills							$oldsymbol{\perp}$								_				\perp	\downarrow	\perp	1		\perp	,	4_	\sqcup		\downarrow	1
4. Optional assessment process of academic skills		x	x	x	x .	x x	١_		x		\mathbf{x}	x x		Ш	\perp	,	$\langle x x$		x	x	X		\perp		,	$\langle x $	Ш	\sqcup	x ,	4
5. Optional assessment process of life skills	X	x	x	\bot			x				;	x x		Ш		x L	x			x	λ		Ц	$\downarrow \downarrow$	\downarrow		Ш	\sqcup	\downarrow	\perp
6. Self assessment process		x	x			x		X		x	;	x x		Ш	\perp	,	$\langle x x$					\perp		\sqcup		(x	\sqcup	\downarrow	X
7 Limited formal assessment of academic skills before registration		x	x		x .	x x	(X	X		x	x ;	Χ				,	$\langle x \rangle$			x	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	\perp		<u>,</u>	x 7	(Ш	X	x ,	4
8. Mandatory course placement from assessment results				x	x .	x					;	x x			_ .	x x	$\langle x x$	x	X	x	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	$\langle x \rangle$	x	\sqcup		(x	Ш	x	',	x x
9. Basic skill level required before registration	X											X	x			x x	$\langle x \rangle$			\downarrow	_	$oldsymbol{\perp}$	x	oxed	1	1	Ш	\sqcup	\bot	┷
10. Mandatory course placement from assessment results for first time entry students				x	x	x	Ĺ				_ ;	x x	\perp							x	_	x	x	\perp		(X	$oxed{oxed}$	X	_	<u>x</u>
11 Non-mandatory course placement fre a assessment results for first time entry students	x	x	x	x	x .	x L	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	x	x	x	\mathbf{x}	x x	X	x		x >	$\langle x \rangle$			x	x	$oldsymbol{\perp}$		x ?	x	X	X	X	x	\downarrow
12. Mandatory placement from assessment results for limited programs	x	[x]	\boldsymbol{x}	x	X	x L				x	x	x		x	x .	x ,	$\langle x \rangle$		x	x	x	X		<u> </u> ;	x ,	(<u>x</u>	$\langle x $	x	\perp	\perp
13. Mandatory orientation workshop (1-8 hrs.)				\boldsymbol{x}		i					;	x L			X		_	x		_	\perp	1		<u> </u>	x	\perp	Li	Ц	\perp	<u>x</u>
14. Mandatory orientation class (more than 8 hrs.)											_	x L		Ш								┸	_	Ц	\perp	\downarrow	ot		\downarrow	_
15. Optional orientation workshop (1-8 itrs)	X	x	\boldsymbol{x}		\mathbf{x}	x x	(x	x		x	X	X	$\langle x x \rangle$	x		x ,	(X		X	x	x x	$\langle x \rangle$	X	X	;	x x	x	x	$x \mid x$	<u> </u>
16. Optional orientation class (more than 8 hrs)			x	x	x							Ŀ	۱			,	<u> </u>			x	,	4	x	Ц	;	ĸ _	\perp	\sqcup	_	<u> </u>
17 Pre-enrollment counseling-optional		x	X	X	x	λ	λ	x	x	x		x x	X	x	x	x ,	(x		x	x	x ,		<u> </u>	\coprod	\perp	X	1	1	x	_
18 Pre-enrollment counseling-mandatory	Π		X				X							x			x						x		$\mathbf{x} \mid \mathbf{z}$	ĸ	X	Ц	\downarrow	x
19. Group advising		x	X	x	\boldsymbol{x}	x	κ	X			x .	x X	١_	x	x	x L			x	x	$x \mid y$	(X	↓_		$\mathbf{x} \mid \mathbf{z}$	x x	<u> </u>	x	x	$x \mid x$
20. Individual advising	X	λ	X	x	X	x	()	$\langle x x$	X	X	x	x x	$\langle x $	x	x	$x \mid y$	x x	X	x	x	$x \mid y$	$\langle x x$	X	X	\mathbf{x}	x x	$\langle x x \rangle$	x	<u>x</u> :	$x \mid x$
21. Advising done by all faculty		X			x			X		X		,	$\langle x \rangle$	x	x	$x \mid z$	$x \mid x$	X	x	x	$X \mid X$	(x	_		x	X	(<u>x</u>	x	\perp	<u>x</u>
22 Advising done by specific staff	x	X	X	X		x	X		X		x	χ	١_	x	x	$x \mid x$	$x \mid x$	L		\perp	x	x	X	\coprod	x :	x L	x		X	\perp
23. Process for reviewing assessment process	x	x				x				x	x	x x				\perp		X	Ц	x	$X \mid X$	<u> </u>	x	\coprod	1	x	x	X		$x \mid x$
24. Automated assessment															x						x	X						X	\perp	X



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1. Printed policy on intervention	Π			X	X	X	,	x		Ţ	$\overline{}$				x						Τ	Γ			\Box	X	<u>{</u>		\prod	_	X
2 Required orientation class (more than 8 hrs.)												x									X	:								1	
3 Optional orientation class (more than 8 hrs.)			λ	X	X		Ī	+					X							,	ĸ	\		X							
4 Required orientation workshop (less than 8 hrs.)					λ		,	x											λ		\perp	floor]) 1								
5. Optional orientation workshop	X	\mathbf{x}	X				1	\	x]	Ţ					\mathbf{x}			X		7	x x	1	, X	Ш	x	\perp	\perp	Ш		\perp	
6 New student orientation for students enrolling in 6 or more credit hours	X	X	X		λ			x		,	. \	X	X		λ			x	x	\mathbf{x}	_\\ \\ \\ \		'		λ	X	4	x	\perp		X
7 Orientation for everyone with 25 credit hours	floor	\						1	 												\perp	\perp			\perp	X	<u>{</u>		\perp	\downarrow	
8 Preregistration support for new students	\	λ	X	λ			\mathbf{x}		1	ŀ			x		V		X	x		$X \mid X$	۲X			x		x x	(X	Ш		\perp	
9 Pre-term sessions on skill development	X	x	x	X		X							X		λ .	x					$\mathbf{x} \mid \mathbf{x}$:		Ц	\perp	\perp	\perp	x	x	\perp	
10 Early warning system (1st wk)	x],	V										X			\\X				\perp	X	<u> </u>			\perp	
11 Mid-term warning system (4th wk)	X		x	X		x			ļ	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	x x	X	x				x_	X			X	:	A	x	x	λ	4	x	X	\downarrow	Ц
12 End-of-term monitoring of progress	x	λ	$ \mathbf{x} $	x	X	X];	X.	\			λ	λ	X	\mathbf{x}	x :	x _	X	x	\perp	X	:	X		$X \mid X$	<i>د</i> x	$\langle x $	x	X	\bot	X
13 Degree audit to inform students of courses required to graduate	X	X		X	X	\mathbf{x}		x	-	1		X	λ	X	X	x		X	λ		x x	:	λ		λ	λ	<u>(</u>	Ш	x	\perp	X
14 Degree audit to notify student when enrolled in courses not required to satisfy educational objectives	λ												λ								X	$\langle x \rangle$	X	Ш	\perp	λ	4	Ш	_	\perp	
15 Peer support groups				x	X	λ	:	x	1	·	Ĺ	x	x		x_{\perp}^{\parallel}	λ	\		x	λ 2	X	X		X	X		\perp	Ш	\perp	x	X
16 Student survival classes	X	X	X		x	X			- - - -	,	\int_X	x	x	λ	X .	λ .	x	x		\mathbf{x}	x x	. x	<u> </u>	X	;	x x	(x	x	X	X	x
17 Specific intervention programs for high risk students	L	\	x		x	x];	x	١,	٠.	4		x		x			X		:	\\X	<u>. \</u>		A	X	X	4	x	\perp	\perp	X
18 Specific intervention programs for students with "undecided" as a "major"					λ				x	,	.		\boldsymbol{x}		λ			X			\perp	-	 	X	\perp	\perp	\downarrow		\perp	\perp	Ц
19 Specific intervention programs for returning adults]	x		ļ,			X		\	X	x _	X			\perp	\perp	<u> </u>	X	\perp	\perp	\perp	X	\perp	X	X
20 Study skills program required		X							İ											\perp	\perp	<u> </u>	Ĺ	Ш	\perp	\perp	\perp	Ш	\perp	\perp	Ц
21 Study skills program optional	X	X	X	X	x	x	\mathbf{x}	x	١,		·	x	X		\mathbf{x}	x .	x x	x	x	\mathbf{x}	κ x	(X	1	X	X	x >	x x	x	X	X	
22 Academic tutoring available for all courses	x	x	X		X	\bot	\mathbf{x}	<u>x</u> .	x		x	x	x	x	x .	\mathbf{x}	x L	X	x	;	x x	X	<u> </u>	X	\perp		κ	X	\perp	X	X
23 Academic tutoring available for limited courses		x	X	x		x	x		-		λ	X	x		x		$x \mid x$	X		x	\perp	X	1		;	x	X	\sqcup	$X \mid X$	x	Ц
24 Mentor programs		X		X						,								X		\perp	\downarrow	_	\downarrow		\perp	',	<u> </u>	igsqcup	x	\perp	Ц
25 New student colloquium									j	-		 ↓				1	\perp			\perp	_	<u> </u>	\downarrow	x	\perp	',	x L	$oxed{oxed}$	\dashv	\perp	Ц
26 Intercultural services		X	λ	X	x				İ			X	X				x	x		;	$x \mid x$	4	X	x	$ \mathbf{x} $	x 2	4	x	\perp	\perp	X
Placement services	x	x	X		X	x	x	x.	x_{\perp}	1		X	X		x .	\mathbf{x}	$x \mid x$	x		\mathbf{x}	$X \mid X$:	\perp	x	X.	x	X	X	X	\perp	X
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College Contacts For Resources

OREGON

Blue Mountain Community College GeneAnn McLean P. O. Box 100 Pendleton, OR 97801 (503) 276-1260

Chemeketa Community College Lowell Ford P. O. Box 14007 Salem, OR 97309 (503) 399-5076

Clackamas Community College Art Hames 19600 S. Molalla Avenue Oregon City, OR 97045 (503) 657-8400, ext. 266

Lane Community College Jack Carter 4000 East 30th Avenue Eugene, OR 97405 (503) 747-4501

Linn-Benton Community College Bob Talbott 6500 SW Pacific Boulevard Albany, OR 97321 (503) 928-2361

Mt. Hood Community College Gleason Eakin 26000 SE Stark Street Gresham, OR 97030 (503) 667-6422 Portland Community College Bob Palmer 12000 SW 49th Avenue Portland, OR 97219 (503) 244-76111

Rogue Community College Sylvia Thomas 3345 Redwood Highway Grants Pass, OR 97527 (503) 479-5541, ext. 212

Southwestern Oregon Community College Jon Sapper Coos Bay OR 97420 (503) 888-7441

Tillamook Bay Community College Barbara Rice 2510 First Street Tillamook, OR 97141 (503) 842-2503

Treasure Valley Community College Ron Kulm 2510 First Street Tillamook, OR 97141 (503) 889-6493

Treaty Oak Community College Karen Carter 300 E 4th Street The Dalles, OR 97058 (503) 296-6182

Umpqua Community College Jacky Hagan P. O. Box 967 Roseburg, OR 97470 (503) 440-4600, ext. 677



WASHINGTON

Bellevue Community College Craig Merrill 3000 Landerholm Circle SE Bellevue, WA 98779-2037 (206) 641-0111

Big Bend Community College Roger Glaese 28th & Chanute Moses Lake, WA 98837 (509) ^ (2-5351

Centralia Community College Dean Hickson 600 W. Locust Street Centralia, WA 98531 (206) 736-9391

Clark Community College Ellis Dunn 1800 E. McLeughlin Boulevard Vancouver, WA 98663 (206) 699-0101

Columbia Basin Community College John Michaelson 2600 N. 20th Pasco, WA 99301 (509) 547-0511

Edmonds Community College Darrell Hull 20000 68th Avenue W Lynnwood, WA 98036 (206) 771-1537

Everett Community College Paul Marshall 801 Wetmore Avenue Everett, WA 98201 (206) 259-7151 Grays Harbor Community College Craig Wellington College Heights Aberdeen, WA 98520-7599 (206) 532-9020, ext. 208

Green River Community College Mike McIntyre 12401 SE 320 Auburn, WA 98002 (206) 833-9111

Highline Community College Phil Swanberg So. 240th and Pacific Highway S. Midway, WA 98032-0424 (206) 878-3710, ext. 351

Lower Columbia College John Brookhart P. O. Box 3010 Longview, WA 98632-3010 (206) 577-2326

Olympic Community College Jolene Ramaker 16th & Chester Bremerton, WA 98310-1699 (206) 478-4561

Pierce Community College Ruben Cedeno 9401 Farwest Dr. SW Tacoma, WA 98498 (206) 964-6533

Seattle Central Community College Mildred Ollee 1701 Broadway Seattle, WA 98122 (206) 587-6976



Seattle Community College (North) Roy Flores 600 College Way N. Seattle, WA 98103 (206) 527-3655

Shoreline Community College Bill Demetre 16101 Greenwood Avenue N. Seattle, WA 98133 (206) 546-4101

Skagit Valley Community College Mick Donahue 2405 College Way Mount Vernon. WA 98273 (206) 428-1107

So. Puget Sound Community College Greg Gurske 2011 Mottman Rd. SW Olympia, WA 98502 (206) 754-7711 Spokane Community College Lois Packer N. 1810 Greene Street Spokane, WA 99207-5399 (509) 536-7010

Tacoma Community College Bonnie Crumby 5900 S 12th St. Tacoma, WA 98465 (206) 756-5000

Wenatchee Valley Community College Don Schowing 1300 Fifth Street Wenatchee, WA 98801 (509) 662-1651

Whatcom Community College Susan Mancuso 5217 Northwest Rd. Bellingham, WA 98226 (206) 676-2109

Yakima Valley Community College Gary Tollefson P. O. Box 1647 Yakima, WA 98907 (509) 575-2372



Appendix A Values Survey

The participants had to answer the values statement for themselves and their perceptions of generally held faculty values. The following nine questions were asked of each conference participant.

1 The community college should accept all students who apply

	Strongly Agree A	В	Neutral C	D	Strongly Disagree E	
My opinion	29%	35% 79%	15%)	6%	8%	7%
My faculty's opinion	3%	0% 54%	31%)	23%	17%	6%

2. If funds are limited, priorities should be given to supporting special services for academically disadvantaged students over academically advantaged students.

	Strong Agree	-	Ne utra	1	Strongl Disagre	•
	A	В	C	D	Е	F
My opinion	9%	26%	27%	15%	14% 38%	_9%)
My faculty's opimon	2%	5%	20%	27%	29 <u>%</u> 73%	17%)

3 Mandatory assessment should be required of all community college students.

	Strongsy Agree A	В	Neutrai C	D	Strongly Disagree E	F
My opinion	29%	32% 73%	12%)	5%	} %	13%
My faculty's opinion	10%	27% 66%	29%)	17%	11%	6%



4. Mandatory assessment should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	В	Neutral C	D	Strongly Disagree E	
My opinion	64%	23%	4%)	2%	4%	3%
My faculty's opinion	45%	37% 93%	<u> 11%)</u>	3%	3%	1%

5. Students have a right to fail.

	Strongly Agree A	В	Neutral C	D	Strongly Disagree E	
My opinion	33%	20% 68%	15%)	10%	13%	9%
My faculty's opinion	13%	26% 70%	31%)	14%	13%	3%

6. Mandatory placement should be required of all community college students.

	Strongly Agree	/	Neutra	I	Strongl Disagro	
	Α	В	C	D	E	F
My opinion	14%	23%	18%	15%	14%	16%
		No Co	nsensus			
My faculty's opinion	7%	29%	27%	18%	14%	5%
		No Co	nsensus			

7. Mandatory placement should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	В	Neutral C	D	Strongly Disagree E	F
My opinion	38%	28% 82%	16%)	7%	6%	5%
My faculty's opinion	32%	36%	21%)	4%	6%	1%

8. Mandatory academic advising should be required of a smunity college students.

	Strongly A gr ee A	В	Neutral C	D	Strongly Disagree E	· F
My opinion	30%	31% 73%	12%)	9%	9%	9%
My faculty's opinion	11%	21%	31%)	21%	11%	5%

9 Students who do not make satisfactory progress according to institutional policies should be suspended.

	Strongly Agree A	В	Neutral C	D	Strongly Disagree E	F
My opinion	18%	23%	14%)	13%	19%	13%
My faculty's opinion	13%	28% 0 66%	25%)	21%	9%	4%



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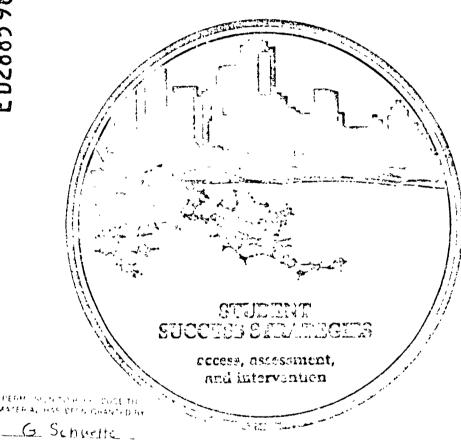
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ABSTRACT

This conference report provides a survey of the activities and outcomes of the second Student Success Serategies Conference, which sought to further facilitate the development of community college action plans in the areas of access, assessment, and intervention in sucuring student success. Following introductory information on the conturence, at overview of activities and presentations is ambuilded. Most, a commany is unconsted of the action plane of the protectinating institutions ind a fing that Oregon's red Washirty out a cut injury could be and welling goograps in the relieving areast (3) erround to rure training involved the an nuce, orne profitable; (d) the three ford to the first attack to telephone it follows the profit of the constitution conception a subtraction of the continue of th α η αλλοτίας η εθλεσούν, του ου του του μου το κατερί του μετές και είνας εναλοπέρο better living median messes of (6) exclusion increvention products a. A directory of role make in a public news, Instructory which epidess are involved in various success for every classed to access (e.g., printed prayor on accors, or present to Harnot recommendation orders, brother of these was about the service of the people who legite to bout process of the contractor. Her process, the second of the control of the second process and the control of the c sarvey of project of all approper allow



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The planning committee of Jerry Berger, Gene Bolen, John Brookhart, Gleason Eakin Lowell Ford, Marcia Peglow-Hoch, Jim Roberts, Gretchen Schuette, Jacque Selle, and Bob Talbott made Student Success Strategies II a reality.

A special thank you to Marcia Peglow-Hoch, Gleason Eakin, and Barbara Porter of Mt Hood Community College. With their planning and attention to detail the Student Success Strategies Conference was a success. Thanks also to Jerry Berger and Gretchen Schuette who spent many extra hours to organize the presentations, create the survey of resources, and review the drafts of this document.

Special thanks to Maxine Krohn and Lillian Morgan for their ongoing dedication to work on Student Success Strategies and for assisting me through the many written documents follow-ups, and deadlines

TABLE OF CONTENTS

introduction	Page 1
Overview of Student Success Strategies II	Page 2
Action Plans	Page 4
Directory of Resources	Page 6
Access Resources	Page 7
Assessment Resources	Page 8
Intervention Resources	Page 9
College Contacts for Resources	Page 11
Appendix A	Page 14
Values Survey	-

INTRODUCTION

The second Student Success Strategies Conference was held hebruary 5 and 6, 1987. This second Northwest Regional Conference of the National Council on Student Development was planned and hosted by the Oregon Council of Student Services Administrators and the Washington State Student Service Commission. It was cosponsored by the Oregon Department of Education, Student Services Division, the Oregon Council of Instructional Administrators, and the American College Testing Program.

The conference was designed to highlight current activities at Oregon and Washington community colleges in the areas of access, assessment, a d intervention Approximately 350 staff members from colleges in the Northwest attended. The conference included presentations by six community colleges. Plus, each school that attended completed a written self-assessment of access, assessment, and intervention activities. These assessments will help form new networks among Northwest community colleges, allowing the successes of individual schools to be shared as each school in the Northwest strengthens its student success strategies.



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Overview of Student Success Strategies II

The second Northwest Conference on Student Success Strategies continued the first conference's emphasis on access, assessment, and intervention. The goal of the conference was to further facilitate the development of college action plans. Each of the approximately 40 schools was asked to do some planning prior to their team attending. The teams were asked to read the Student Success Strategies I Summary which addressed the isses of access, assessment, and intervention. They were also asked to evaluate their own procedures, activities, and plans using a prepared survey. The pre-conference evaluations were requested so that each college team could be betterprepared to gain information from other schools that would be useful for their own college action plan.

Terry O'Banion, executive director of the League for Innovation in the Community College, kicked off the conference. Dr. O'Banion asked for a review and assessment of educational values, for his thesis is that our values dictate our policies and procedures. The participants, many of whom were faculty, assessed their values and their perceptions of generally held faculty values in relation to nine questions on access, assessment, and intervention. The questions, such as "Should schools have mandatory assessment?" and "Should students have a right to fail?", raised key concerns of community college educators struggling with student retention and success issues. Dr. O'Banion also shared how Miami Dade Community College is setting a standard for addressing these issues. Dr. John Keyser President of Clackamas Community College, and Dr. Joe Malik, President of Grays Harbor College, presented their views on what steps are critical to ensure instructional progress in the areas of access, assessment, and intervention. They agreed that institutions need to have goals that all staff know and understand and can articulate. The individual goals need action plans, and these plans need to be repeatedly evaluated against continually collected data on student success.

Dr. John Terres, Executive Director of the Washington State Board for Community College Education, addressed the participants on the second day of the conference. He compared community college staff to an orchestra — requiring many unique parts to create an effective performance. We must use a holistic approach so that all the parts of the community college work together to support students.

Six rolleges, three from Washington (Lower Columbia, Spokane, and Tacoma) and three from Oregon (Central Oregon, Chemeketa, and Mt. Hood), presented what they are doing in the areas of access, assessment, and intersention. The presentations were two hours long and designed as exportanties to recon mentingecitie strategies and successful methods for involving college staffing these strategies.



Important concepts emphasized by all of the presentations included the following

- 1. A representative college team was formed and continues to function to review and assess college activities and future plans for access, assessment and intervention
- 2 Access is addressed from a broad perspective, including methods of informing potential students, the admissions process, and targeting of services to particular student populations.
- Assessment and the processes suggested by assessment that are used to help students succeed are under ongoing review at each college. Specifically, the issue of voluntary versus mandatory placement continues to be evaluated.
- Intervention strategies are of high priority for each college, and each seeks to involve faculty more effectively in assisting student success.

Time was set aside at the conference for the participating teams to do institutional planning. Each team discussed steps to enable college improvements when they returned to their campuses.

Terry O'Banion wrapped up the conference by sharing the results of the values survey taken at the beginning of the conference (See Appendix A for complete results) Differing values among staff limit a college's ability to follow any plan for student success. Commonly held values allow the staff to tackle the issues of access, assessment, and intervention with a unified sense of purpose and with mutually supportive activities undertaken by many areas of the college.

Approximately 200 participants returned evaluations on the conference. Approximately 180 stated that, as a result of this conference, they received new information on ways to improve access, assessment, and intervention. Approximately 160 reflected that, as a result of this conference, their institution will be better able to develop, implement, and revise their strategies.

Action Plans

Each participating school was asked to answer the following question

"What are the next steps your team will recommend to enable college improvements related to access, assessment, and intervention?"

Most teams answered that they would create or continue a campus-wide team to address these issues

The following highlights of some of the schools' plans suggest the directions being taken by Oregon and Washington Community Colleges

Encourage more faculty involvement in assessment procedures

Create more computer access to records

Explore new strategies for intervention in the classroom. Do a values survey of staff.

Evaluate neademic standards policies, monitor student progress and develop better intervention plans

Evaluate intervention processes



Blue Mountain Encourage more faculty involvement in assessment procedures

Create more computer access to records

Chemeketa Explore new strategies for intervention in classroom

Clark Do a values survey of staff

Evaluate academic standards policies, monitor student progress and

develop better intervention plans

Columbia Basin Evaluate intervention processes

Everett Set aside time in September for the entire campus to address these

issues

Highline Survey current activities and let the campus know the results

Expand activities in areas where deficiencies are found

Lane Use staff development to create ownership of these concepts and

practices throughout the campus

Linn-Benton Focus on involving more faculty and classified staff in the process of

seeking ongoing improvements

Focus on the teaching-learning process

Lower Columbia Identify specific problems that lead to student attrition

Rogue Investigate the Master Teacher Program

Spokane Solicit student input

Do classroom tesearch

Taconia Cicale a lask force to focus on intervention

Review instructional support, such as supplemental instructional

programs, tutor training, etc.

Treasure Valley Identify basic skills required for all college courses

Treaty Oak Work toward a one-step assessment/advisement registration process

Look into implementing mandatory assessment

Yakima Valley Develop a mid-term warning process



Directory of Resources

The following listing of resources is a compilation of an assessment done on each campus before Student Success Strategies II Many campuses listed notations with their assessment. However, it was not feasible to include those notes. If you are interested in the notes, please contact Chemeketa Community College, (503) 399-5144

Following the resource listing is the contact on each campus. Usually the contact listed is the Dean of Students. Many schools will refer you to another staff person for the details. Once again, it is not feasible to list all of the contact people at each school on each item.

The list is a beginning. Your use of it is the true purpose. If you don't have to "reinvent the wheel," the desired out, ome has been achieved.



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11 Non-mandator, course placement from assessment results for first time entry students	λ	X.	$x \mid x$	$\langle x \rangle$	X		X	x 2	×χ	x	x	X	x x		x	x :	x		X	λ			ĺλ	X		$x \mid y$	K N			
12 Mandatory placement from assessment results for limited programs	X	λ	X N	x	X				X	x		X	\\ \x	x	x	x :	x L	x	X	x	_ ;	κ _	_	Δ	X	x y	X X			_
13 Mandatory orientation workshop (1-8 hrs.)			X	x x	1]_	X			x			k							x						X
44 Mandatory orientation class (more than 8 hrs.)					\rfloor						λ		\perp																	
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17 Fre enrollment counseling optional		V	١		X		λ	\];	(\		X	X.	$x \mid x$	X	N	X Z	x L	x	X	X	X				\perp	x	A	x	\perp	_
18 Pre-confliment counseling mand nory			X				\mathbf{x}						$\int x$;	× L					X	:	x	x	;	x _			X
19 Georg advising		X.	$X \mid X$	$\langle X $	X	x	x	v		X	X	x	X	x	x			X	x	λ	$x \mid y$	(x	X	x	x	x	X.	X
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21. Advising done by all faculty		λ		X				λ	x			<i>X</i> .	$\langle x x$	x	x	x z	$x \mid x$	x	x	x	x	(x		x x	x x		_[:	x
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(3) Theory for resiming assessment process	X	X			X				x	X	X	x					X		x	x	x	X			x	,	A X	Ш	\mathbf{x}	X
24 AutomatoSin in ment													\prod	X						x	,	(\coprod			X			x



Eudent Success Strategies Survey	Pica Ma			3			}	8								3		\$ \$	1		8	į		1	3	2			\$
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2 Anguited conentation class (more than 8 hrs.)		\exists		1							x									x	1		_	\sqcup	Ц	\perp	\perp	$\bot \bot$	\downarrow
3 Cy world openiation class (more than 8 hrs.)		1	۲ γ	,	x			T				Ŋ						L	x		X	X	1	Ш		\perp	\perp	\coprod	\perp
4 Prograted orientation workshop (less than 8 hrs.)				7;	χ		x									Ц	,	١_		Ц	\perp	\perp	Ļ	\bigsqcup	Ц	\downarrow	\perp	\sqcup	\downarrow
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6 See kert survival classes	X	x	x		x x		x];	x x	X	X	x 2	x x	(X		x	<u> x</u>	X	x	x	$x \mid x$	٢_	X	x	x 7	<u>x x</u>	\sqcup	x :
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9 See the intervention programs for returning adults							x			x		x];	κ)	$\langle x x$		x	\perp	\perp			X	4	\perp	\sqcup	;	x L	\sqcup	x :
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4 history programs		x		x		I_{-}			:	x		Ш				Ц	$ \mathbf{x} $	\perp	\perp	Ц	Ц	\downarrow	\downarrow	╄	X	\sqcup	X	\sqcup	_
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31 Dies the college have academic standards for continued enrollment	1			\			1				1			\	i 	. \	`.'	١,	\	١,				<u>,</u>	\	1		1	<u> </u>	.	X
32. Compach insive projeutins available to help students overcome actidente deficiencies			\		1				 	\	-4	Ī	<u> </u>		-	v . ,	<u>\</u>	\ \	` _	\ -			-	\	12	. \	Δ		X	_	1
33 Evaluation process to determine internal strategies effectiveness					\			1		_			1	- - - -	1	٠ ٠		_	-	-			_	\downarrow	1	\downarrow	\sqcup	Ц	\downarrow	\downarrow	+
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33 Control of the faculty payment tonal development programs	.	1,	A			V						I						x		X		x		λ	X	۱)	x	$ \mathbf{x} $			



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Appendix A Values Survey

The participants had to answer the values statement for themselves and their perceptions of generally held faculty values. The following nine questions were asked of each conference participant.

1. The community college should accept all students who apply

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	
My opinion	29%	35% 79%	15%)	6%	8%	7 %
My faculty's opinion	3%	0% 54%	31%)	23%	17%	6%

2 If funds are limited, priorities should be given to supporting special services for academically disadvantaged students over academically advantaged students

	Strong Agree		Neutra	al	Strongl Disagro	
	Α	В	C	D	E	F
Му ориноп	97	26%	27%	15%	14% 38%	99)
My faculty's opinion	24	5%	2017	275	1907 7356	175)

3. Mandatory assessment should be required of all community college students

	Strong Agree	ly.	Neutral		Strong Disagr	
	Α	В	C	D	E	i
M_{Σ} opinio i	(201	320	<u> 125</u> ノ	5%	94	134
		7114				
My faculty's opinion	(10%	27'	2911)	$17^{\epsilon_{\tau}}$	11%	ħ t
		66° c				

4 Mandatory assessment should be required of all community college students who wish to take courses in communications and mathematics

	Strongly Agree A	/ В	Neutral C	D	Stroag Disagi E	
My opinion	64%	23ª 91%	4%)	2%	4%	3%
My faculty's opinion	45%	_37%_ 93%	_117/	3%	3%	1%

5 Students have a right to fail.

	Strongl Agree	у	Neutral		Strong! Disagre	-
	A	В	C	D	Е	F
My opinion	33%	20% 68%	15%)	10%	13%	9%
My faculty's opinion	13%	267 70'x	319)	14%	13%	3%

6 Mandatory placement should be required of all community college students

	Strongly Agree A	В	Neutra C	l D	Strongl Disagro F	-
My opinion	14%	23%	18%	15%	14%	16 ^c r
		No Co	nsensus			
My faculty's opinion	7 <i>°</i> ;	29%	27%	187	140	5%
		No Consensus				

7 Mandatory placement should be required of all community college students who wish to take courses in communications and mathemities

	Strongly Agree		Neutral		Strongly Disagree	
	Α	Б	C	D	E	F
My opinion	(38%	28% 82%	_16%)	7%	6%	5%
My faculty's opinion	32%	36% 89%	21%)	4%r	6%	1%

Mandatory academic advising should be required of all community college students

	Strongly Agree A	y B	Neutral C	D	Strongly Disagree E	
My opinion	30%	31% 73%	12%)	9%	9%	9%
My faculty's opinion	(11%	21% 63%	319)	21%	11%	5%

Students who do not make satisfactory progress according to institut onal policies should be suspended

	Strongly Agree		Neutral		Strong ¹ v Disagree	
	Α	В	C.	D	ł	i
My opinion	(189	- 3'' 55	14")	137	199	134
My faculty's operant	134	28%	25%)	21 (9′?	497

ERIC Clearinghouse for Junior Colleges

JAN 15 1939